

AL: S. 2010-109

University of Alberta Library



0 1620 3450262 3

ent and teacher: Use this cover sheet for mailing or faxing.

**ASSIGNMENT BOOKLET**  
SST1150 Social Studies 10-2  
Module 4 Assignment

**FOR STUDENT USE ONLY**

Date Assignment Submitted:

\_\_\_\_\_

Time Spent on Assignment:

\_\_\_\_\_

(If label is missing or incorrect)

Student File Number:

\_\_\_\_\_

Module Number: \_\_\_\_\_

**FOR OFFICE USE ONLY**

Assigned

Teacher: \_\_\_\_\_

Assignment

Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

**Student's Questions  
and Comments**

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for  
correct course and module.

**Teacher's Comments**

\_\_\_\_\_  
Teacher

# INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

## MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

## FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

# SOCIAL STUDIES 10-2

## ASSIGNMENT BOOKLET

Learn  veryWare

Module 4: The Economics of Globalization

**we** explore

Social Studies 10-2  
Module 4: The Economics of Globalization  
Assignment Booklet  
ISBN 978-0-7741-3092-9

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2008, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

**THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.**



# MODULE 4 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

## Module 4: Section 1: Lesson 1: Get Focused

## Journal: Definitions of Prosperity

In your journal, explore some ideas about what “prosperity” might mean from the perspective of the teenagers in the Revis family. Then think about what it might mean from the perspective of the teenagers in the Aboubakar family. How do these perspectives compare to your own?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**There is more room for your response on the following page.**



**Module 4: Section 1: Lesson 1: Explore 1****Notebook: Personal Perspectives Survey**

Rate the degree to which you agree with each of the following statements by circling or highlighting your response.

This activity may not be evaluated but is required to support your inquiry. Save your Personal Perspectives Survey in your Notebook.

1. My happiness depends on having a comfortable home, a new car, fashionable clothes, and the ability to buy what I want.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

2. Good health, fitness, and access to excellent health care are very important to me.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. If I can influence decisions that are made by the government, then I will feel that I am fulfilling my duties as a citizen and that matters to me.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

4. It's important to me to be able to get and keep a good job.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

5. I care about maintaining a good relationship with my family.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

6. The climate and the environment influence my well-being.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

7. I like living in a country where I don't have to worry about military uprisings and the overthrow of the government.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. Whether I am male or female doesn't stand in the way of my ability to pursue my interests and dreams.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. I value being able to participate with my friends in my community by playing on sports teams, attending movies, plays, sports, and concerts, and volunteering for things that matter to me.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

10. The freedom to worship what I believe in has a great deal of influence over my well-being.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Rate each of the following factors on a scale of 1 to 5, indicating how important the factor is in determining your quality of life, where 1 is very important and 5 is not important.

- |                                  |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| • material well-being (wealth)   | 1 | 2 | 3 | 4 | 5 |
| • health                         | 1 | 2 | 3 | 4 | 5 |
| • political freedom              | 1 | 2 | 3 | 4 | 5 |
| • job security                   | 1 | 2 | 3 | 4 | 5 |
| • family life                    | 1 | 2 | 3 | 4 | 5 |
| • environment                    | 1 | 2 | 3 | 4 | 5 |
| • peace and security             | 1 | 2 | 3 | 4 | 5 |
| • gender equality                | 1 | 2 | 3 | 4 | 5 |
| • community life                 | 1 | 2 | 3 | 4 | 5 |
| • religious or spiritual freedom | 1 | 2 | 3 | 4 | 5 |

Module 4: Section 1: Lesson 2: Explore 3

Sustainability Factors

This is a graded assignment.

Choose one of the case studies provided, or find your own in consultation with your teacher. Complete the ratings chart below. Rate your case study on a scale of 1 to 5, where 1 is low sustainability and 5 is high sustainability. Write a paragraph to explain each of your ratings, and answer the final question.

The case study I chose is

---

---

- Environmental Sustainability Rating (1 to 5)

---



Evidence to Support My Rating (paragraph)

---

---

---

---

---

---

---

---

---

---

- Political Sustainability Rating (1 to 5)

---

Evidence to Support My Rating (paragraph)

---

---

---

---

---

---

---

---

---

---

- Economic Sustainability Rating (1 to 5)

Evidence to Support My Rating (paragraph)

- Social or Cultural Sustainability Rating (1 to 5)

Evidence to Support My Rating (paragraph)

Overall, does the case study you have chosen contribute to sustainable prosperity or not? Explain in a paragraph.

---

---

---

---

---

---

---

---

---

---

Scoring Criteria: Sustainability Factors

	Exploration and Analysis 10 marks	Defence of Position 10 marks
5 Excellent	<div>You have . . .</div> <ul style="list-style-type: none"><li>• explored the issue <b>thoroughly</b></li><li>• shown a <b>strong understanding</b> of the factors that affect sustainability</li></ul>	<div>You have . . .</div> <ul style="list-style-type: none"><li>• supported your rating with <b>one or more convincing</b> arguments</li><li>• given evidence that is <b>specific and accurate</b></li></ul>
4 Proficient	<div>You have . . .</div> <ul style="list-style-type: none"><li>• explored the issue <b>suitably</b></li><li>• shown a <b>clear understanding</b> of the factors that affect sustainability</li></ul>	<div>You have. . .</div> <ul style="list-style-type: none"><li>• supported your rating with <b>one or more appropriate</b> arguments</li><li>• given evidence that is <b>relevant and mostly correct</b></li></ul>
3 Satisfactory	<div>You have . . .</div> <ul style="list-style-type: none"><li>• explored the issue <b>adequately</b></li><li>• shown a <b>straightforward understanding</b> of the factors that affect sustainability</li></ul>	<div>You have . . .</div> <ul style="list-style-type: none"><li>• supported your rating with <b>one or more straightforward</b> arguments</li><li>• given evidence that is <b>general or partially undeveloped</b></li></ul>

<b>2</b>  <b>Limited</b>	You have . . . <ul style="list-style-type: none"> <li>• explored the issue <b>superficially</b> with some <b>factual errors</b></li> <li>• shown a <b>confused understanding</b> of the factors that affect sustainability</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>• supported your rating with <b>superficial or inaccurate arguments</b></li> <li>• given evidence that is <b>overgeneralized or irrelevant</b></li> </ul>
<b>1</b>  <b>Poor</b>	You have . . . <ul style="list-style-type: none"> <li>• explored the issue <b>minimally</b></li> <li>• shown almost <b>no understanding</b> of the factors that affect sustainability</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>• supported your rating with <b>few or no arguments</b></li> <li>• given <b>no evidence or non-specific</b> evidence</li> </ul>
<b>Score</b>	(×2)	(×2)

## Module 4: Section 1: Lesson 2: Explore 4

### Journal: Sustainable Development

Answer the following questions:

- What is your perspective on economic growth and sustainable development?
- Do you think people all over the world can continue to use resources at the current rate without creating environmental problems for future generations?
- Who is responsible for taking action in order to preserve the planet?
- What are *you* prepared to give up in terms of your income and lifestyle, in order to create a sustainable future?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your blog.

---



---



---



---



---



---

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Module 4: Section 1: Lesson 3: Explore 1

## Journal: How to Get Rich

Imagine you were a person who lived in isolation from society. What could you do in order to get rich? Brainstorm all the ideas you can think of.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Module 4: Section 1: Lesson 3: Explore 4

## Journal: Resources, Population, Wealth, and the Environment

After looking at the maps that show population, resources, and wealth, what conclusions can you make about the relationships among these three factors? Are countries with a large population more likely to be wealthy? Are nations with lots of natural resources likely to be wealthy? After you have explained this relationship, predict which of these nations are most likely to cause environmental damage, and explain why.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of your response to your blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Module 4: Section 1 Challenge

### Assessing a Position

This is a graded assignment.

In this two-part challenge you will first explain what ideas about sustainable prosperity are presented by the source, and then you will provide your own perspective. Be sure to support your ideas with details and evidence.

What ideas does each of the two perspectives say to you about sustainable prosperity?

---

---

---

---

What is your perspective on sustainable prosperity?

Write a response in which you

- **interpret each source** to identify what it tells you about sustainable prosperity
- **explain your position** about sustainable prosperity
- **support your interpretations** and position by referring to details in the sources and your understanding of social studies

#### Source 1

Canadians are gradually getting up to speed on the oilsands. The fact is, this is a dirt-bag development, responsible for producing outrageous carbon emissions and using enormous amounts of water and natural gas.

Barbara Yaffe, "Dead Birds Draw Embarrassing Attention to Alberta Oil Sands," *The Vancouver Sun*, 06 May 2008, <<http://www.canada.com/vancouversun/news/editorial/story.html?id=5538a9bc-d802-4acb-b0ff-f4ff16be34a4>> (3 September 2008).  
Reproduced by permission.

---

---

---

---

---

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Source 2

Development of Alberta's oil sands resources represents a triumph of technological innovation. Over the years, government and industry have worked together to find innovative and economic ways to extract and process the oil sands, and energy research is more important today than ever before.

Alberta's Oil Sands (Alberta Energy: 2008) 03 September 2008 <<http://www.energy.gov.ab.ca/OurBusiness/oilsands.asp>>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**Scoring Criteria: Assessing a Position**

	Interpretation of Sources 10 marks	Defense of Position 10 marks	Communication 5 marks
<b>5</b>  <b>Excellent</b>	You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>insightfully</b> and <b>comprehensively</b></li> <li>used evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies issues</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies knowledge</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>written in a <b>fluent and highly organized</b> way</li> <li>used vocabulary that is <b>precise and effective</b></li> <li>shown <b>confident writing skills</b> with very few errors</li> </ul>
<b>4</b>  <b>Proficient</b>	You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>specifically and accurately</b></li> <li>used evidence that is <b>relevant and appropriate</b></li> <li>shown a <b>clear understanding</b> of social studies issues</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more sound</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> <li>shown a <b>clear understanding</b> of social studies knowledge</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>written in a <b>clear and well-organized</b> way</li> <li>used <b>accurate and appropriate</b> vocabulary</li> <li>shown <b>good writing skills</b> with few errors</li> </ul>
<b>3</b>  <b>Satisfactory</b>	You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>adequately</b> with some possible minor misconceptions</li> <li>used evidence that is <b>relevant but possibly incomplete</b></li> <li>shown an acceptable <b>understanding</b> of social studies issues</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more straightforward</b> arguments</li> <li>given evidence that is <b>general or partially undeveloped</b></li> <li>shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>written in a <b>generally clear and organized</b> way.</li> <li>used <b>generally adequate</b> vocabulary</li> <li>shown <b>some writing errors</b> that did not interfere with your message</li> </ul>

<p><b>2</b></p> <p><b>Limited</b></p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>in an overgeneralized way</b> with some <b>substantial misconceptions</b></li> <li>• used evidence that is <b>superficial, irrelevant,</b> and possibly contains <b>significant errors</b></li> <li>• shown a <b>confused understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>superficial or unconvincing arguments</b></li> <li>• given evidence that is <b>overgeneralized or irrelevant</b></li> <li>• shown a <b>confused understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• written in an <b>incomplete</b> way with <b>some organization</b></li> <li>• used <b>inappropriate or inaccurate</b> vocabulary</li> <li>• shown a <b>lack of strong writing skills,</b> with <b>some errors</b> that interfered with what you were trying to say</li> </ul>
<p><b>1</b></p> <p><b>Poor</b></p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>incorrectly</b> with <b>significant errors</b></li> <li>• used <b>little or no evidence,</b> or evidence that is <b>irrelevant or superficial</b></li> <li>• shown almost no <b>understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• provided a position that is hard to determine and made little attempt to defend it</li> <li>• given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>• shown almost no <b>understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• written <b>unclearly</b> with a <b>lack of organization</b></li> <li>• used <b>inappropriate and frequently incorrect</b> vocabulary</li> <li>• shown <b>limited communication skills,</b> with <b>many errors</b> that interfered with your message</li> </ul>
<p><b>Score</b></p>	<p>(×2)</p>	<p>(×2)</p>	

Module 4: Section 2: Lesson 1: Get Focused

Notebook: Global Versus Local

This activity may not be evaluated but is required to support your inquiry. Save your work in your Notebook.

List your top ten favourite foods. Indicate whether these foods can be produced using Canadian-grown food products.

Ten Foods	Country of Production for Each

List five advantages of buying global products.

List five advantages of buying local products.



Would you be willing to eat only Canadian food if it helped Canadian farmers and the Canadian economy?

---

---

---

---

---

Would you eat Canadian food if you knew your actions helped protect the environment?

---

---

---

---

---

Would you eat Canadian food if it hurt farmers in the developing world?

---

---

---

---

---

## Module 4: Section 2: Lesson 2: Explore 1

### Notebook: Top Five List

Look over the list of historical events from World War I until today described in the Student Module Booklet. Select the five most important global events from this list, and provide reasons why each event was so important to the people of the world.

Once you have selected and ranked your top five events, decide whether each of those events was mostly a **challenge** or mostly an **opportunity** for sustainable prosperity for all people. That is, did each event mostly test the abilities of the world's people to prosper, or did it mostly give them a greater chance to succeed? As you explore the issues, take notes that will support your answer.

This activity may not be evaluated but is required to support your inquiry. Save your Top Five List in your Notebook.

### Scoring Criteria: Top Five List

	Defense of Ranking
9–10 Excellent	You have . . . <ul style="list-style-type: none"> <li>supported your ranking with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies knowledge</li> </ul>
7–8 Proficient	You have . . . <ul style="list-style-type: none"> <li>supported your ranking with <b>one or more sound</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> <li>shown a <b>clear understanding</b> of social studies knowledge</li> </ul>
5–6 Satisfactory	You have . . . <ul style="list-style-type: none"> <li>supported your ranking with <b>one or more straightforward</b> arguments</li> <li>given evidence that is <b>general or partially undeveloped</b></li> <li>shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul>
3–4 Limited	You have . . . <ul style="list-style-type: none"> <li>supported your ranking with <b>superficial or unconvincing</b> arguments</li> <li>given evidence that is <b>overgeneralized or irrelevant</b></li> <li>shown a <b>confused understanding</b> of social studies knowledge</li> </ul>
1–2 Poor	You have . . . <ul style="list-style-type: none"> <li>provided a ranking that is hard to determine and made little attempt to defend it</li> <li>given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>shown almost no <b>understanding</b> of social studies knowledge</li> </ul>

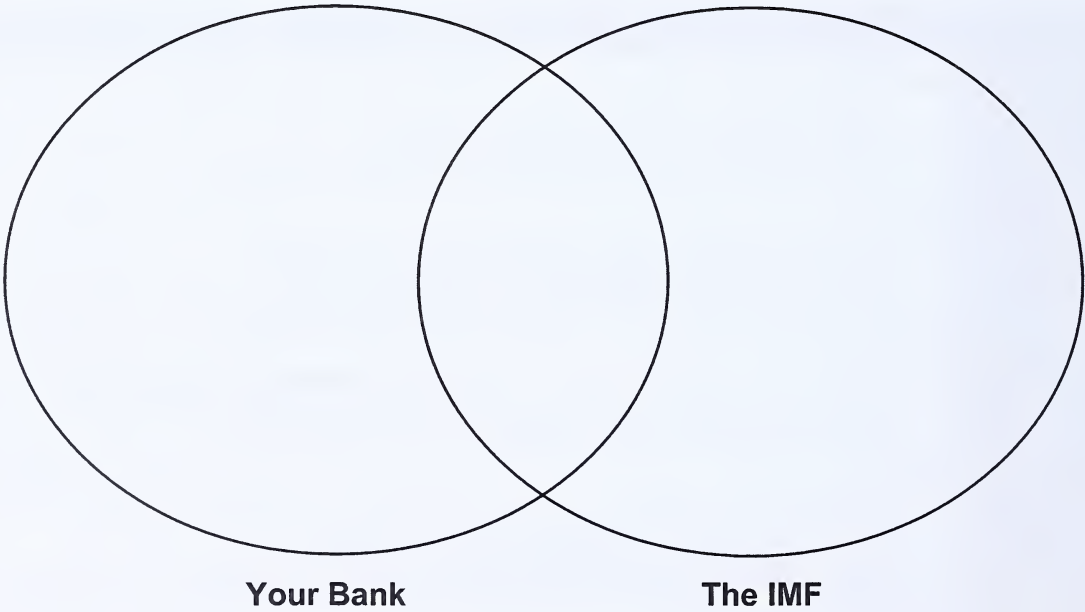


Module 4: Section 2: Lesson 3: Explore 1

Notebook: Your Bank and the IMF

Use the Venn diagram below to explore the similarities and differences between your bank and the IMF. How are they similar? How are they different?

Loan Requirements for My Bank	Loan Requirements for the IMF



Module 4: Section 2: Lesson 3: Explore 2

Notebook: Challenge or Opportunity

Think back to all of the organizations you explored in this lesson. For each one, decide whether it has presented a **challenge** or an **opportunity** for sustainable prosperity for *all* people. That is, has each organization mostly tested the abilities of the world’s people to prosper, or has it mostly given them a greater chance to succeed? Or, has it helped those countries and people that were already well-off at the expense of the poor? As you explore these issues, take notes that will support your answer.

This activity may not be evaluated but is required to support your inquiry. Save your Challenge or Opportunity chart in your Notebook.

	Challenge	Opportunity	Supporting Notes
World Bank			
IMF			
UN			
World Trade Org.			
G8			



## Part 2

You will then write or record a speech in which you explain the **most significant** event or organization that has either contributed to global sustainable prosperity or the **most significant** event or organization that has stood in the way of global sustainable prosperity and provide reasons for your answer.

When you have completed both parts of this assignment, review it for correctness and completeness.

Present your persuasive speech in video or audio form, depending on the tools you have available, or share your written speech with your classmates in the forum provided by your school.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



### Scoring Criteria: Creating Sustainable Prosperity

	Exploration and Analysis 10 marks	Defence of Rating 10 marks	Communication 5 marks
<b>5</b>  <b>Excellent</b>	You have . . . <ul style="list-style-type: none"> <li>explored the issue <b>thoroughly</b></li> <li>shown a <b>strong understanding</b> of the factors leading to the rise of contemporary economic globalization</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>supported your rating with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> </ul>	You have . . . <ul style="list-style-type: none"> <li>communicated your ideas in a <b>fluent, creative, and highly convincing</b> way</li> </ul>
<b>4</b>  <b>Proficient</b>	You have . . . <ul style="list-style-type: none"> <li>explored the issue <b>suitably</b></li> <li>shown a <b>clear understanding</b> of the factors leading to the rise of contemporary economic globalization</li> </ul>	You have . . . <ul style="list-style-type: none"> <li>supported your rating with <b>one or more appropriate</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> </ul>	You have . . . <ul style="list-style-type: none"> <li>communicated your ideas in a <b>clear, structured, and credible</b> way</li> </ul>



<p>3</p> <p>Satisfactory</p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• explored the issue <b>adequately</b></li> <li>• shown a <b>straightforward understanding</b> of the factors leading to the rise of contemporary economic globalization</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your rating with <b>one or more straightforward arguments</b></li> <li>• given evidence that is <b>general or partially undeveloped</b></li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• communicated your ideas in a <b>generally clear, matter-of-fact</b> way</li> </ul>
<p>2</p> <p>Limited</p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• explored the issue <b>superficially</b> with some <b>factual errors</b></li> <li>• shown a <b>confused understanding</b> of the factors leading to the rise of contemporary economic globalization</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your rating with <b>superficial or inaccurate arguments</b></li> <li>• given evidence that is <b>overgeneralized or irrelevant</b></li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• communicated your ideas in an <b>unconvincing, confused, or ineffective</b> way</li> </ul>
<p>1</p> <p>Poor</p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• explored the issue <b>minimally</b></li> <li>• shown almost <b>no understanding</b> of the factors leading to the rise of contemporary economic globalization</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your rating with <b>few or no arguments</b></li> <li>• given <b>no evidence or non-specific evidence</b></li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• communicated your ideas <b>unclearly</b> with many errors that interfere with communication</li> </ul>
<p>Score</p>	<p>(×2)</p>	<p>(×2)</p>	

## Journal: Think and Rethink

After you have reviewed the speeches of other people in your class, think about the conclusions your classmates came to. Did they choose different events or organizations? Are you prepared to revise your rankings based on what you have learned? Why?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of your response to your blog.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across the entire width of the page, typical of notebook or legal stationery. The background is a uniform off-white color.

Module 4: Challenge to Take Action

Step 1: (Check or highlight one.) I want to get involved in

☐ finding out more about    ☐ engaging in    ☐ acting on

the following foundation of economic globalization in my own community.

---

---

Step 2: This issue is important to me because

---

---

---

---

---

This issue is important to my community because

---

---

---

---

---

This issue is important to Canada today because

---

---

---

---

---

**Step 3:** Some possible actions that I could take to address this issue include the following:

- Informing myself by . . .

List two or more possible actions to inform yourself.

---

---

---

---

Describe possible benefits of completing this activity to engage with others or the issue.

---

---

---

---

---

---

---

- Taking action by . . .

List two or more possible actions to take.

---

---

---

---

Describe possible benefits of completing this activity to take action.

---

---

---

---

---

---

---

**Step 4:** Explain in a paragraph. My plan of action is

---

---

---

---

---

---

---

---

---

---

---



**Step 5:** Present your action in written format on this page, or create a multimedia presentation or a website.

What I did was . . .

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.